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ABSTRACT

This paper discusses the critical link between leadership and change. It describes three public-school organizations' reform efforts, basing its discussion on the leaders who guided the schools. The paper claims that the role of leadership must include the art of leading and changing, and it focuses on how to understand influence, paradigm shifts, and the workers' importance as they adapt their understanding of Quality Management (QM) to a working structure. The leaders profiled here designed the changes, based on their understanding of QM, by inventing a new structural framework that focused on people as the organization's greatest asset. Each leader designed the implementation differently, using the practical team structure in a consensus of one culture. The team's management system replaced the one-man model of decision-making in each of the districts. Some of the characteristics associated with leadership for change included a commitment to a continuous self-development that promotes a vision for the future and a desire for principals to lead the school administrative team and to formulate a mission statement with a focus on the central-office mission. All the schools' goals reflected the district mission and goals, and each staff member supported the institutional goal. (Contains 18 references.) (RJM)

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LEADERSHIP AND KNOWLEDGE FOR CHANGE: TOWARD CONTINUOUS IMPROVEMENT - - IN SCHOOL DISTRICTS OF THE FUTURE

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Successful leadership operates implicitly or explicitly from a basic set of principles--a theory of change, combines with knowledge about how to influence or alter the organization in favorable directions. Dealing effectively with implementation of educational change involves more than anything else a way of thinking--a feel for the change process (Fullan, 1991 p. 198).

The link between leadership and change is becoming a critical factor in the post modern era. As the pressure on organization and schools to change takes the forefront on the way to the next century, the revelation is surfaced clearly. The role of leadership must change from the old bureaucratic to a democratic approach. The responsibility brings with it the leadership ability to create a flexible organizational structure that utilizes its human assets to enhance continuous change. This requires the organizational leaders to be strong in the knowledge of the craft. According to the Drucker foundation (1996) the idea that "leadership is born" is no more a valid theory. The role of leadership for effective organization of the future is about "learning how to be a leader." This is because the needs of organization changes sporadically with technology daily transforming the roles of individuals. Those organizations likely to survive in the next century are learning organizations dedicated to building relationships among members (Senge & Colleen, 1990; Toffler, 1970). Many recent studies reveal that organizational change is impossible without a visionary leader to initiate the process. Others suggest that neither the top down nor bottom up leadership style can by itself help stimulate continuous change needed for organizational survival in the changing world (Fullan, 1991; March and Bowman, 1988). This means that the role of leadership must include taking a lead in practice and learning the arts of leading and changing. A new understanding of organizational management is then abounded. How can the leaders move on with this focus of change and take their organizations with them? It is the aim of this paper to discuss these issues in light of three public school organizations reform efforts based on our profile of the systems. Unlike in the past, where reform strategies were not actually implemented but

EA 030142

adapted as copy cat programs, these leaders took time to study the theory of Quality management (QM) and carefully implemented it, based on their understanding, and in consideration of the needs of their organizations. There are three issues that guided the implementation and the cause and effect action, which include: understanding and paradigm shift, Design and Functional organization's structure, new operational style and performance focus.

Understanding Influence And Paradigm Shift

Confronting with the challenges of the changing world and the public policy, the three leaders found a reason to sustaining change in perspectives. They realized they need to take the organization in a new direction by operating in a new way. The focus of change can no more emphasize results or products, but it must be on the development of workers, process and products. The workers are the assets through which organizations can produce quality products (Covey, 1990; Deming, 1986; Fullan, 1991; Schlecty, 1990; Drucker, 1990; Schein, 1990). This is the case in these districts:

> We believe that every child can learn given the right environment and the right resources. Employees are the bridges to preparing the students to meet the challenges of the changing world. The development of adults will lead to the development of children.
>
> We serve the interest of preparing employees to excel in what they do so as to enable the organization to build the capacity to turn out students with high skills capable of meeting the challenges of the changing world. We believe every child and adult should be provided access to learning.
>
> We tried to create an environment in which all students will develop academic excellence, social and civic responsibilities. We strive to foster a shared desire among all members of the community to pursue life-long learning.

The incumbent public school districts adapted their knowledge and understanding of the philosophy of QM to a working structure in improving their systems. They moved from creating and sharing their vision in a family forum with their constituencies. The organizations formed a foundation team that devised the mission statement in which they followed with training of all staff members with no exception. Some trained the staff and allowed those trained to train those that did not have

the opportunity. They designed the implementation of QM philosophy with a focus on practical team structure that came with empowerment of all staff and team management process. The QM of Deming and others is a problem-solving approach, a consensus-driven philosophy eliciting organizational-wide changes that demand continuous improvement through systemic accountability based on processes involving everyone in the organization in controlling and continuously improving how work is done in order to meet expectations of quality (Danne, 1993; Kress, 1993). The CEOs refrain from focusing the implementation on the pareto chart, flow chart, and runs of sophisticated statistics as its being used in the business sector. They understand that such practices take time and school organizations do not have such luxury of time. According to Fullan (1991), "successful leadership operates implicitly or explicitly from a basic set of principles--a theory of change, combines with knowledge about how to influence or alter the organization in favorable directions. Dealing effectively with implementation of educational change involve more than anything else a way of thinking--a feel for change process." The leadership devised their own theories of the implementation from what they know about QM principles. However, the task of getting members to buy into the process remains an issue.

It is normal of humanbeings to be afraid of change (Toffler, 1987). These innovators understand the reason change is difficult to sustain in many human organizations such as schools. "I did not use terminology, total or quality management because people may see the process as another way to get on the bandwagon." "I simply use repeated communication and let people know that our focus is on continuous improvement. "I let people know where the world is going, where we need to go. And we cannot afford to sit back as the world changes rapidly." These stages prepared people's minds and kept them aware of where they need to go and why they need to participate in change or in the new initiatives. The central problem in management and leadership is failure to understand the information surrounding operating an effective system. (Deming, 1989b; Dobyn & Mason, 1991). The leaders' awareness of the means to an end, what actions they can or cannot engage to turn out a change in their organizations, become a valuable asset and personal power to new thinking and leading. In the leaders' words, QM is about changing

people's internal attitude. Without that change is impossible. It is difficult to communicate about change to people that do not believe in change. For this reason, they focused on the important goal of organization's perception change. One of the leaders said this: "We began by having an assembly of the whole district, giving out literature to allow people to see where the world is going and where we are, why we need to venture into change. Changing people's mind is the number one to institute change, according to Deming." The three designed the change implementation based on their understanding by inventing a new structural framework that focuses on people as the greatest asset of the organization. The principals utilized the district's mission to devise the mission for the building and the implementation focus.

Design and Functional Organization's Structure

The organizations designed the implementation differently, using the practical team structure including districts and buildings in a consensus of one culture

(1) The district A utilized a centrally connected model of-district and buildings Teams Based Implementation. This means the central team at the district level is connected to the central team in the building. The central team in each building coordinates the teams in the building and also responsible for the coordination of representatives for the district level teams.

(2) The district B focuses on a model of Independently connected distirct and building Teams Based Implementation. The district office is connected to the buildings through the principals (who are members of district administrative team). However the building teams entirely operate independently of the district but attached to the central mission and goals of the district. This model seems more ideal for the urban districts. In District C, the model is simply intertwined.

(3) In the district C, the style includes a model of Interconnected building -- district Teams Based structure. This means almost every district team has a branch in the buildings. Each building team in this case has representatives in each district team, be it staff development or curriculum area teams.

The good thing about it is that every leader can adapt the participatory leadership and management style to fit his or her own needs and purposes and also explores its devised team process. As the world becomes complex, no single one can effectively solve the problems confronting every organization (Schlecty, 1990; Fullan, 1991; The Drucker Foundation, 1997, Toffler, 1970). The new systems of management in the three institutions take a leave from this fundamental reality. The following table described examples of the team's structure in the school systems. Though, the teams are being named differently but perform similar functions.

The New leadership Structure and Management Team System

DISTRICT A	DISTRICT B Central Office	DISTRICT C
District leadership team	District continuous Improvement team	District total quality education team
Administrative council	System-wide administrative team	Administrative team
Curriculum Council	Curriculum task forces	Curriculum development task force
Staff development	Staff development	Staff development
Testing and assessment standard	Testing and evaluation team	Testing and standard team

School Buildings Teams Model

A	B	C
Building leadership team	Building administrative council	Building Site Based team
Department teams math, reading and writing, science etc.	Department teams teams-- all subject areas	Department teams all subject areas
Grade level teams:	Grade level teams Instructional support team	Grade level teams Instructional teams
Staff development	Staff development	Staff development
Child study	Child study & Discipline team	Child study

The team's management system replaces the one man model of decision-making in each of the districts. In each case, the buildings meeting periods were fixed as it fit their needs and culture. Some uses morning but in most cases, meetings take place after school. Each department is responsible for selecting representatives for each team. Parents, teachers, guidance, students, maintenance personnel and union representatives do their own election. Each District Administrative team consists of all administrators in both district and buildings, except in District A. The Distrit A's administrative team includes all heads of departments across the district including teachers' aide, nurses, maintenance staff, teachers, psychologists, guidance counselors and others. Teachers rotate the chairs of the grade level teams, discipline, staff development and other building teams. The CEOs, by the nature of the structure and operation are described as transformational leaders. Transformational leaders are leaders by empowerment (Sergiovanni, 19; Schein, H. 1997; Senge, 1994). These leaders took the same focus: "I believe in empowerment, bringing people together to solve the problems of the system and that is the focus of our Quality system. "The idea of quality is about continuous process and the focus on goals. This include having everybody come under the same umbrella to plan in circle for the purpose of continuity and that has been the focus of our organization."

The teams structures connote examples of leadership systems needed in the 21st century organizations, as suggested by modern thinkers and futurists (Drucker Foundation, 1997). These consisted of: (a) formal, (b) adhoc, and (c) active leaders. In the case, of Formal leaders (Conventional Leaders such as CEOs, principals, department chairs etc.), the regular organizational leadership positions remain intact, but the new structure leaves these leaders to attend to more important issues with the teams handling some of their old responsibilities. The understanding and the line of authority was cleared to all concerns that the decisions deserving the attention of certified administrators can not be handled by the ad hoc teams. The Ad hoc leaders are team leaders. The new structure gives the employees opportunity to hold leadership positions. The Active leaders are team members. Each team member is a leader in some way in

that, they get an opportunity to raise issues of concern, debates and participate in decision making. These types of leadership model integrate the top down with the bottom up leadership. What this does is that, it improves the morales of the organization as it eleminates fears that often strip people of confidence to take risk or performing at their best, which often halts a path to high productivity. It is the believe of the quality movement that productivity comes from morales. School organizations that are dominated with problem-solving, skilled employees are sure to keep the quality of their services and products in check to enhance desirable performance. Such is the focus of all operations in the school organizations.

New Operational Style And Performance Focus

The organizational wide culture and operation focuses on the value in which the team meetings occur at specific time in the week or in the month. The schedules are carefully planned in a way that no conflicts of time exist between the buildings and the district. The scenario enhances distribution of power among all members and ensures smooth running of the organization. The regular meetings encompass regular assessment practice that is focused on continuous improvement. The general implementation emphasized three key points of Deming's Quality principles, which are: profound knowledge, maintenance of purpose and continuous improvement.

"Profound Knowledge" is the acquisition of the work process and of how QM functions. Because the leaders understood their roles and the process of change and theory of quality management functioning; it becomes easier to adapt their knowledge to a working team structure focusing on maintainance of constancy of purpose.

"Maintainance of Constancy" of Purpose is the (the Demin'gs 1st of 14 points of dos and donts of organizations effectiveness) driven force for the districts' operational style. The teams meetings' types comprises of the intervention, accountability and planing models. The teams operations in essence are focusing on constantly searching where the fire is burning in the school system, and making efforts to quench before it becomes escalated. The teams regularly assessing

the operations based on the mission statement to focus on goals achievement and thereby eliminating practices not comparable to the needs or continuous improvement of the organization.

"Continuous Improvement" includes the end point and the focus of all operations (Profound knowledge + maintenance of purpose = continuous improvement).

The theory is not esoteric. It is simple and reality oriented. The only snag is that the implementation requires strong leadership. The real work lies in the initiation and the implementation of the philosophy. With team management every decision is based on data evidence. It has become a habit that leaders and employees cannot operate without examining data. One way this happens is demonstrated by this leader's explanation:

> I believe whatever we measured get done. We need to find solutions to make things work better. I believe in collecting data, plan, measure, and look for improvement. I do collect all kinds of information. If I find that a parent is not coming to a workshop, I will collect data to assess if it is the kids that did not take home information? If I know I am missing something, I must locate the loss. We always have to collect data to plan against improvement. Doctors cannot really tell the temperature of a patient unless he measures the temperature.

Operating by facts is the essence of operating by data based decision making. A few school of thoughts in the quality movement has shown that the old way of operating by guess does not lead to genuine change. Quality concept of school model of this magnitude offers school districts a visible solution to the problem of reform. Every member is clear of his or her responsibility in the decision making protocol. It brings with it a clear understanding among groups. The message is echoed by a building leadership in one of the districts who said the more you empower people, the more power you get as a leader. The process of shared decisionmaking is a process of shared responsibility. It serves to lighten the formal leadership burdens and responsibilities. The leader said: "We are aware of what decisions lie with the staff, the principals, superintendent or the board. Each building leadership operates as a conduit for reinforcing the district goals."
This process eliminates in the organizations undue conflict and fear and it saves time over one leader making all decisions but fosters efficiency of operations.

With the fact that these Organizations have Quality working structure in place, they have a foundation for continuous improvement and the mechanism for responding to the changing time, in place. It becomes easy to maintain and keep in check the production and production capability of their organizations through the team management as indicated by Covey (1990). These leaders can be described as leadership for change.

Leadership For Change:

Leadership for change in a school district organization of the future can be described as having the following characteristics:

(1) Commit to continuous self development - adapts the learning experience and knowledge to meeting the needs of the organization. Such forms, promotes a vision focusing on the future, and team management organizational structure.

(2) Leads a major district team encompasses representatives across the organization to devise the mission statement, the commencement goals/organizational goals and standard based system operational style.

(3) Through the philosophy, principals lead the building administrative team to form their buildings' mission statements with a focus on the central office mission. They created the student achievement standards and goals based on the mission as well as the different management teams who are responsible for each part of the building operations.

(4) The administrative team covering representatives from each grade level in the buildings design the teacher goals/ characteristics of standards of practice central to achieving the students learning goals.

(5) The PTA delineates the Parents goals, responsibilities at home and in school to support the school goals.

(6) Each building TA goals was designed to enhance and support students, teacher and school mission and goals.

(7) The non instructional/support services (guidance and psychology social workers, nurses and others) set their roles and standards of practice that facilitate achievement of the teacher and student goals.

(8) Stakeholders design its standard of practice, behavior and goals to support district goals.

(9) Maintenance Group formulates their goals to support quality environment conducive to learning.

(10) Cafeteria Staff- listed its goals/ standards of practice that support the building goals and student achievement.

(11) District Administrators and other staff written their standards of practice and goals- that support the district/ building goals and student achievement.

(12) The central office staff designs its goals and standards of practice that facilitate the achievement of the district - wide goals.

All the buildings' goals reflect the district mission and goals, and each staff member operates in a fashion that supports the institutional goals. Some staff members carry a copy of their goals in their pocket. Some simply posted it on the walls. These goals are short and concise

and easy to follow. No one knew in the past, the kind of knowledge required for school organizations or any other organizations to survive in the present world, neither anyone knows what kind of knowledge will be needed to survive in the future. Team management and regular assessment of operation not only ensure accountability process but provide a foundation for changing roles and practice as members are being confronted with challenges. Through the process, members are exposed to new knowledge susceptible to helping them cope with the new world. With all members participating in regular teams and decision making, working, collecting, sharing and utilizing data and devising their goals, a learning and knowledge organization comes alive. Three things comes out of the process which are understanding, functional team structure, data based decision making operations, and system performance improvement. Leadership for change encompasses these three elements, a composite of successful school organization of the future.

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